Unit 4: The Principles of Leadership and Supervision

Delivery guidance

This unit provides an introduction to the theories behind the management and leadership of employees. It helps learners to understand what motivates individuals to be productive in the workplace so they can use this knowledge to build successful teams in their roles as supervisors.

To complete this unit, learners will need access to a range of research materials, which could include the internet, journals or magazines, and books.

You could use a range of delivery methods in this unit, such as:

- class and small group discussions, e.g. on leadership styles and motivation
- individual or group presentations, e.g. on the different types of team and their benefits
- case studies, to allow learners to apply their knowledge
- videos, e.g. to illustrate leadership styles.

Learners will benefit from the involvement of local hospitality businesses so they can gain an insight into how the businesses work. You could involve local employers by:

- inviting them to be guest speakers
- inviting them to be present for learner presentations
- asking them to contribute to case study material
- asking them to mentor learners.

Approaching the unit

Learning aim A starts by exploring key leadership theories and their application in the workplace. This will allow learners to understand the importance of adopting the most appropriate leadership style for any situation. The learning aim then introduces a range of motivational theories which seek to understand how individuals are motivated in the workplace. Finally, learners will discover the skills they require in the hospitality industry.

This learning aim will also allow learners to develop their analytic and evaluative skills, and to apply leadership and motivational theories to a range of contexts. You could use a range of methods here, such as:

- leadership questionnaires to allow learners to find out their own leadership style
- case studies to help learners develop evaluative skills
- presentations to ensure they have basic knowledge.

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Learning aim B focuses on teams and team building. It explores the different types of team found in hospitality and the stages of team development. It further explores the characteristics of an effective team and the types of conflict that can occur in all teams. Learners will continue to develop their evaluative skills and develop investigative skills which will help them to understand how effective teams are built. You could invite guest speakers; use team building exercises, so learners can see their importance in practice; and use presentations and discussions to introduce fundamental knowledge.

Learning aim C allows learners to apply the skills they have developed to demonstrate effective application of leadership and team building theory to a range of hospitality situations. It is most useful to use case studies and documentation such as appraisals and skills audits to deliver this aim, so learners can see how their skills could apply to real situations. While this unit is assessed via the application of knowledge to a range of situations presented in case studies, learners can take this knowledge forward into the workplace.

Assessment model

Learning aim	Key content areas	Recommended assessment approach
A Examine the leadership and motivation skills required for effective team management	**A1** Leadership styles and their application **A2** Key theories of motivation **A3** Leadership and personal skills required in hospitality	Using a case study, learners will identify issues within a given team context and be able to apply leadership, motivational and team building techniques to this situation to bring about improvement.
B Investigate how to build an effective team to meet business objectives	**B1** The theory of teams and team development **B2** Characteristics and benefits of an effective team **B3** Causes of team conflict	
C Apply effective leadership and team building theory to a range of situations in a hospitality context	**C1** Planning and supervising the work of hospitality teams **C2** Monitoring, supporting and developing team performance **C3** Purpose and process of supervisory responsibilities	

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Assessment guidance

This unit is internally assessed using a Pearson set assignment with 3 activities.

Learners will be asked to be complete a series of activities that will be based on a case study.

To prepare learners for this, give them plenty of time to practise in class. Learners could complete any practice activities individually, in pairs or in small groups, and formative feedback should be provided.

During the supervised sessions, learners are permitted to bring in notes from their investigations to use to complete the tasks. Learners can have access to the internet and other appropriate resources during the monitored sessions. Please note that the supervised hours can be split into two or more sessions.

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Getting started

This gives you a starting point for one way of delivering the unit based on the recommended assessment approach in the specification.

Unit 4: The Principles of Leadership and Supervision

Introduction

Begin by providing an overview of the unit, what learners will study and how they will be assessed.

Learning aim A: Examine the leadership and motivation skills required for effective team management

- Use a presentation to give an overview of the learning aim, including the importance of understanding how leadership styles affect workplace conditions and why it is important to recognise how individuals are motivated.
- Have a class discussion to introduce the role of the leader in the workplace. While traditional management theory provides different definitions and theories for 'managers' and 'leaders', for the purposes of this unit, the terms can be used interchangeably. The aim of the unit is to give learners a basic understanding of leadership styles and, should they become supervisors or team leaders, the ability to recognise how each style will affect their team members.
- Ask learners to produce a spider diagram summarising their ideas about the role of a leader. Capture learners' responses and use a presentation to confirm the role of a leader. Explain that, as prospective team leaders, they will be undertaking these roles – albeit at a lower level than that of an organisational leader.
- Once the role of the leader has been established, discuss the leadership and personal skills required to be a leader in a hospitality business. Discuss each of the leadership and personal skills listed in A3. For each skill, ask learners to provide a written definition/description and to explain why it is important.
- Use a presentation to introduce leadership styles. Have a class discussion on each of the leadership styles, their characteristics, advantages and disadvantages. You may wish to use scenarios to underpin this knowledge.
- Lead a class discussion on when to use each leadership style and the impact of each leadership style on team performance. Discuss the factors that can determine the leadership style used and the ways in which effective managers may have to adapt their management style to the changing situations in which they find themselves.
- Use different case studies to show leadership and personal skills in action. Each group can discuss different leadership and personal skills. For each skill, ask learners to provide a written definition/description, explain why it is important, and outline the impacts, both positive and negative, caused by a leader's skills.
- Learners could complete a leadership styles questionnaire to provide an indication of their own leadership style. (Mind Tools has a questionnaire that can be completed online or printed.) Discuss the outcomes. As an extension activity, ask learners to write a short report that evaluates their leadership style.
- Use a presentation to introduce the concept of motivation. Follow up with a class discussion to determine what motivates individuals. Introduce the concept of intrinsic and extrinsic motivation, providing examples.
- Introduce the key motivational theories, starting with Maslow's hierarchy of needs. Use a small group activity to introduce Maslow's hierarchy – for example, the tutor2u website has a good

activity (search 'Maslow, Paper cups'). Discuss the results of the activity and discuss how the theory can be applied to the workplace.

- Use a class discussion to introduce McClelland's motivational needs theory and the three needs: the need for achievement, the need for affiliation, and the need for power. Learners can complete the McClelland motivational analysis quiz available from Jesus Pacheco Perez's website (in the section on self-knowledge). This will allow learners to determine which of the three needs is their primary motivation. Discuss the outcomes of this quiz. There is also information on the strengths and weaknesses of individuals from each motivational need and ways to manage them in the workplace.
- Use a presentation to introduce McGregor's XY theory, explaining how McGregor suggests that managers have two distinct opinions of workers and this affects how they are managed. Complete the X-Y theory test tool available on the BusinessBalls website. This allows learners to determine if they prefer X or Y theory management. Discuss outcomes.
- Discuss Herzberg's two-factor theory with learners, explaining that there are certain factors a business could introduce that will directly motivate employees to work harder, and other factors that will de-motivate an employee if they are not present (but will not in themselves motivate employees to work harder). Use a case study to illustrate how this theory can be applied to the workplace – for example, a worker will only turn up to work if a business has provided a reasonable level of pay and safe working conditions, but these factors will not make them work harder at their job once they are there.
- Summarise the learning aim and check knowledge through a quiz or written test. Provide feedback and additional tasks to learners where there are gaps. A case study activity could be used to check understanding; learners should practise identifying issues in a team context and applying techniques learned in this unit to bring about improvement.

Learning aim B: Investigate how to build an effective team to meet business objectives

- Use a presentation to introduce the learning aim, including:
  - the different types of team in hospitality organisations and the strengths and weaknesses of each type
  - how teams are made up of individuals
  - the evolutionary stages of teams
  - the positive and negative impact of teams on an organisation
  - the role of the supervisor in the development of teams.
- Ask learners what they think the purpose of a team is. Capture their responses and discuss.
- Ask learners to write down the different reasons why teams are important to a business. It may be more appropriate to discuss the characteristics and benefits here, before moving on to explore team building theory. Alternatively, you could have an initial discussion now and revisit it after the team building content. Capture learners' responses on a flip chart and discuss.
- Ask learners to think about different types of team in hospitality businesses; prompt them by giving an example from the specification. Expand the discussion to consider other industry sectors if sufficient hospitality examples cannot be found. Record examples on a flip chart or whiteboard and discuss. Use a presentation to confirm the range, then move on to discuss the uses, strengths and weaknesses of each type of team.
- Select two or three games to promote team building. (You can find examples online by searching 'Top 50 team-building games that your employees would love'). Mix up the groups; pair groups of learners who would not usually work together for some tasks and allow

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established groups to work together for other tasks. Learners can consider how the outcomes of the tasks might have been different if they had been completed individually. Ask learners to identify the benefits of teams, the characteristics of a good team and any causes of conflict. Capture learners' answers on a flip chart or white board. Use a presentation to provide a formal summary of the benefits and characteristics of teams.

- Introduce team building theory using a series of presentations, starting with Tuckman's stages of team development. Do not limit delivery to the stages of team development; also include typical 'behaviours' of teams at each stage. This will help learners to understand the model.
- Use a short case study/series of short case studies to allow learners to determine the stages of team development and any issues that might arise at each stage.
- Introduce Belbin's team role theory using a presentation. Explain how Belbin identified individual team roles and identified the behavioural strengths and weaknesses of each role.
- Learners could carry out the Belbin Self-Perception Inventory to determine their individual roles. This can be found by searching online for 'the latest generation of Belbin assessments and reports'.
- Discuss the outcomes of the activity to see if learners agree with them. Discuss how each role can contribute to a balanced team and why it is important that a team includes a variety of 'types' of role.
- Ask learners to think about the causes of conflict in a team, then discuss their ideas. Ask learners to think about how conflict makes them feel. Ensure the following specification points are covered:
    - non-compliance with rules and policies: personal non-compliance or disregard for company policy by colleagues (discriminatory behaviour, unacceptable language, poor attendance and timekeeping)
    - misunderstandings: poor communication leading to misunderstandings
    - competition/rivalry: competition instead of collaboration, anti-productive behaviour.
- Use a presentation to introduce Bell and Hart's eight causes of conflict. Discuss causes presented in the model and ways to prevent conflict.
- Guest speakers could be invited to talk about teams. Learners could ask questions about teams and how they are successfully developed. The speaker could explain how they prevent and defuse conflict situations within teams, giving examples of different sources of conflict and leading a discussion on how they could be dealt with – for example, a team member not taking a fair share of the workload. Give learners a worksheet to capture information.
- Summarise the learning aim and check knowledge through a quiz or written test. Provide feedback and additional tasks to learners where there are gaps. A case study activity could be used to check understanding.

Learning aim C: Apply effective leadership and team building theory to a range of situations in a hospitality context

- Use a presentation to introduce the learning aim. While the assessment of this learning outcome is by case study, the aim of the learning aim is to allow learners to learn and practise the skills contained in the unit content.
- Give learners a job description and ask them to compare their current skills with those required by the job description. Discuss their findings and explain that this is a simple skills audit.

- Use a presentation to explain the use of skills audits in the workplace and how they inform training requirements, allocation of work roles, planning of daily and weekly rotas and the needs of team members.
- Move on to introduce the SMART mnemonic and break it down into its component parts. Further explain the following types of objective and the reasons for setting them:
    - organisational
    - departmental
    - section
    - short/medium term
    - financial
    - social
    - performance
    - personal
    - clear articulation of performance.
- Explain that types of objective should be written using SMART. Split the types of objective between learners and ask learners to practise writing suitable objectives in a SMART manner. They then share their work with the class and discuss.
- Move on to describe how aims and objectives are communicated to employees, for example, through briefing and debriefing team members.
- Allow learners to practise providing feedback in a variety of role play exercises and written exercises (comment cards, questionnaires, etc).
- Introduce the concept of establishing and using standards and how these maintain quality. In pairs, ask learners to define 'quality'. Learners share their definitions, then you explain that the dictionary definition is 'the standard of something as measured against other things of a similar kind; the degree of excellence of something'. Ask learners how they think this measurement can be done and record their ideas on a flip chart. Give learners a task – for example, answering the telephone – and ask them to produce a set of 'standards' for this task.
- Discuss the wider use of standards in the workplace. It may be useful to provide a case study so learners can evaluate the outcomes if standards are not used/quality is not maintained. Explain how standards are used to monitor the work of hospitality teams and how these standards feed into the monitoring and evaluation of individual and team performance.
- Discuss how performance is evaluated using standards and performance indicators. Look back at the standards set by learners in the last session (for the 'telephone answering' task) and ask learners to suggest other performance indicators.
- Ask learners to consider why work performance is reviewed and to provide examples of how this is done. Discuss responses and ask how performance evaluation links with motivation (Maslow, McClelland).
- Introduce appraisals as a method to provide feedback on performance. Explain the support given to underperforming team members, including coaching and mentoring and planned development. Use a case study to illustrate the use of coaching and mentoring within an organisation and the benefits of this. As an extension activity, ask learners to identify indicators that training is required and then suggest the appropriate route (training, mentoring or planned development). Learners share their findings with the class.
- Give learners a simple set of standards and performance indicators, for example, for answering the phone (this can be linked with the task completed earlier). In addition to this, give a summary of an employee who has failed to meet a series of these indicators. Ask learners to

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design a brief plan to support the employee to meet the standards. Learners then share their ideas with the class.

- Discuss with learners the importance of developing and maintaining effective relationships. Link this topic back to leadership and motivational theory to explain how this can be done at an organisational level. Ask the class to define 'rapport'. Explain that the dictionary definition of rapport is: 'a harmonious relationship'. Compare learners' definition with the dictionary definition. Use a case study/scenario to illustrate how one can build rapport. Ask learners to consider the skills and behaviours required at a personal level to maintain and develop effective relationships. Learners share their thoughts while you capture their ideas on a flipchart or whiteboard, then discuss as a class.
- Learners can carry out a personal SWOT analysis against the list of skills and behaviours identified by the class in the previous activity. Learners share their personal SWOT audits with the class and discuss. As an extension activity, ask leaners to write a short report on their strengths and weaknesses.
- It is important that learners have plenty of opportunities to work in teams and/or groups, agreeing objectives and using team-working skills. You should ensure that everyone has a chance to lead a team during an activity, as well as being a team member. Learners should receive feedback on their performance from their team members and give feedback as a team member.
- Summarise the learning aim and check knowledge through a quiz or written test. Provide feedback and additional tasks to learners where there are gaps. A case study activity could be used to check understanding. A case study is also an excellent way to allow learners to practise the extended writing skills they will use in the unit.
- Issue the assignment brief and allow sufficient supervised time for learners to research information and complete the tasks.

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Details of links to other BTEC units and qualifications, and to other relevant units/qualifications

This unit links to:

- Unit 1: The Hospitality Industry
- Unit 8: Supervise Food and Beverage Service
- Unit 9: Supervise Alcohol Beverage Service
- Unit 10: Supervision of Food Safety in Hospitality
- Unit 28: Supervise Hot and Cold Non-alcoholic Beverage Service.

Resources

In addition to the resources listed below, publishers are likely to produce Pearson-endorsed textbooks that support this unit of the BTEC Nationals in Hospitality and Catering. Check the Pearson website (http://qualifications.pearson.com/endorsed-resources) for more information as titles achieve endorsement.

Websites

Belbin – information from Belbin Associates on Belbin's team roles; answers to frequently asked questions relating to the Belbin methodology

BusinessBalls – free materials, articles and ideas for team roles and leadership

Business Case Studies – economics and business case studies on topics such as teamwork; the site also has a selection of theory notes aimed at learners

Mind Tools – free materials on team management, including Tuckman's model and Bell and Hart's eight causes of conflict

Team Technology – free articles on the basics of team building and other team related themes

tutor2U – resources and revision materials; there are also links to other sources of information; the 'Paper Cups' activity is available from here

Pearson is not responsible for the content of any external internet sites. It is essential for tutors to preview each website before using it in class so as to ensure that the URL is still accurate, relevant and appropriate. We suggest that tutors bookmark useful websites and consider enabling students to access them through the school/college intranet.

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